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ABSTRACT

A demonstration program featured a mainstreamed setting for six hearing impaired children (five hard of hearing and one deaf) in 2nd and 3rd grades. A full time special education teacher used sign language and cotaught with the regular classroom teacher. Many of the problems encountered in the first year of the program were dealt with successfully in the second year, as the hearing impaired students became more accepted and more a part of the classroom. Teacher satisfaction was generally high, as was administrator response. In addition to academic and social growth, the hearing impaired children greatly increased their communication skills. The class as a whole showed progress in learning to solve their own social and academic problems without adult intervention. (Evaluative data are appended.) (CL)

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Results Of A Two Year Study

A Cooperative Integration *(Mainstreaming)* Program Between Millbrae Elementary School District and San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing Program.

1979-1981

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prepared by
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Introduction

Early in 1979, Mariam Allen developed a plan for providing a less restricted environment for the children in the class of six hearing-impaired children which she was teaching. In trying to place them for the following school year, she felt that the children would not profit fully from the alternatives available to them at that time. The alternatives were: a residential school, a small self-contained class of hearing-impaired children in a special day-school, a small self-contained class of hearing-impaired children in a separate classroom in a regular elementary school or in a mainstreamed class in the child's district of residence with one hour of daily tutorial help provided for that single hearing-impaired child in that class. Mrs. Allen felt that this particular group of children needed an additional alternative. She proposed that they needed a different form of mainstreaming. That is, they needed to be placed, full time, in a class that would be co-taught by a special education teacher who used sign language and by a regular classroom teacher.

This modification of regular mainstreaming was strongly supported by Don Havis, Program Manager, San Mateo County Office of Education's Classes for the Deaf and Severely Hard of Hearing; William Gainer, Assistant Superintendent Special Education Division and his successor, Herman Neufeld; William Jennings, San Mateo County Superintendent of Schools and by the members of the San Mateo County Board of Education. Support was also given by members of the State Department of Special Education.

Mrs. Allen contacted Mrs. Sherrie Epstein, Psychologist, Millbrae Elementary School District, who arranged a meeting with Leonard Sarkon, Principal of Spring Valley School in Millbrae, and three of his teachers. One of the teachers, Joan Freeman, decided that she would like to try to implement the idea. Dr. Edward Muehlhausen, Superintendent, Millbrae Elementary School District and members of the Millbrae Elementary School District Board were very receptive and supported the recommendation of Leonard Sarkon that the plan be adopted.

The program which implemented the plan to modify regular mainstreaming was given an award as an exemplary program by the San Mateo County School Boards Association, in April 1981.

The report that follows contains a description and and evaluation of the two year demonstration as well as the relevant test scores.

Report

It was the end of a hot and prolonged noon hour. The children were coming in from the playground by twos and threes. The usual class routine was altered. C.C. asked one of his two teachers, "Mrs. Freeman, can I read to the class?". Being the sensitive, flexible person that she is, Joan Freeman said, "Yes, you may. Do you have a story". C.C. rummaged around in his desk and found a short story. He went to the front of the room and began reading. As he read, he suddenly remembered that when either of this teachers read aloud, someone interpreted the story using sign language. He asked his friend, J.M. to sign as he read. J.M. said that he didn't want to, so C.C. asked B.J. She was delighted. The two children read for 20 minutes while the class listened with rapt attention. At the end of the story, the class applauded.

C.C. has also been actively enlisting the aid of peers and adults in devising his many plans designed to keep his valued friend, J.M., and himself in the same class next year.

S.S. hears normally but she has learned to use sign language as fluently as some of the hearing-impaired children in the class. She has discovered that by adding the kinesthetic input of signing when she reads, either aloud or to herself, she remembers her reading vocabulary more easily.

C.C. and S.S. have no hearing problem. J.M. and B.J. do.

R.R. became part of the class early in 1981. She had previously been mainstreamed in the usual manner as the sole hearing-impaired (or handicapped) child in the class. She did not exhibit the same sure sense of how to behave with hearing peers that had already developed in the hearing-impaired who were part of the demonstration class. She craved companionship from and sought identification with the hearing-impaired and isolated herself from the other children.

Beryl Benderly in her book, "Dancing Without Me", quotes Schlesinger and Meadow, ". . . worry about the deaf child in a hearing school environment. Basing their views on studies of racial and religious minorities, they conclude that being the only or almost the only person of one's kind is bad for the developing self image. They're not concerned with 'minorities' in the word's current debased meaning, but with anyone who differs perceptibly from the mass of those around him in some socially significant way, . . . Only when a child has enough people of his own kind on hand to build a complete and 'normal' social life among them will he escape minority status in this sense."

C.C., J.M., S.S., B.J., and R.R. are part of an experimental class of hearing-impaired and normal-hearing children designed to test a modified method of mainstreaming that could lessen the problem cited by Benderly.

The project began in September 1979. In the 1979-80 group there were five hard-of-hearing children (ones who could hear quite well with the use of a hearing aid) and one profoundly deaf child, two non-English speaking children and 24 hearing students who made up a second/third grade combination. The non-English speaking children were of the same age as the others but were ungraded. The hearing-impaired were functioning from the pre-primer to the third grade level in reading. All of the children were within about two years of age. The 1980-81 group was composed of the same six hearing-impaired children and some of the same hearing children from the previous 1979-80 second-third grade combination plus some new children from another second grade class. One new hard-of-hearing child who had been regularly mainstreamed prior to her entry into this class was enrolled early in 1981. All of the children spoke English but many had parents who did not. Two of the new

children had severe emotional problems. All of the children were doing third grade work except for one hearing-impaired student who participated in a fourth grade math class for one hour per day all year. The class totaled about 28 instead of the 32-34 of the previous year.

The children in the 1979-80 group had diverse interests and personalities. Many were merely responsive to the new situation. The 1979-80 schedule was varied and complicated. It required many hours of daily planning to implement. Adult volunteers were needed on a regular basis.

During their first few months at Spring Valley, the hearing-impaired students fussed about the noise level in the classroom and complained about being tired and unhappy. They tended to draw support from each other and wanted continual attention from adults. Adult intervention was often needed to stimulate social contact. Seating arrangements were varied every week. The hearing children tolerated behavior in the hearing-impaired that they would not have accepted in their hearing peers. The hearing-impaired capitalized on this. Misunderstandings arose because the hearing-impaired tended to communicate by touching (sometimes none too gently) and this was interpreted as hitting by the others.

Throughout the 1979-80 year, the general education parents at Spring Valley provided continual support and encouragement. This was also true of 1980-81. The principal at Spring Valley, and the entire staff and student body learned to communicate and to share in many ways with the hearing-impaired. The climate of warmth, concern and respect throughout the school was readily apparent and constant. One child went to the library to locate a sign language book. When he was unable to find one, he told the librarian indignantly, "Don't you know that we have deaf children in our school and I need to learn to talk to them." This was early in the 1979 school year.

During the 1980-81 year, the daily schedule was much less complex due to the smaller number of students and due to the fact there was only one grade level to plan for and adjust to meet individual needs. The general attitude of the children was compassionate and caring. The group as a whole was quieter. They not only started on about the same grade level, but also they had many similar interests. There were two representatives on the student council from this class. One was hearing-impaired. The other was not. The hearing-impaired student was able to share in reporting the council's activities.

During 1980-81, the hearing-impaired communicated differently. They used their voices more, their fists less. They entered group discussions, stood in front to the class and shared their ideas and treasures. They participated in both class and school activities to a greater extent. They needed less adult support. Strong peer relationships which were not based on hearing acuity developed. The sociograms which were done at regular intervals showed that the hearing-impaired children were rarely the isolates. At assemblies, it was surprising to see how many children outside of their own class the hearing-impaired knew by name. This was also true on the playground. The hearing-impaired were able to work more independently, to give help as well as receive it and to settle disagreements without adult intervention.

In general, all of the children in both of the 1979-80 and 1980-81 classes showed great respect for and growth in understanding of each other. Academic scores for the entire group moved ahead at an expected rate during both years. However, some of the hearing-impaired showed unusual academic and social growth. In general, the hearing-impaired used more and more speech to convey needs and ideas while their hearing counterparts learned to use sign language. The children found that they had many interests in common and many similar academic and social achievements and problems. The differences which were so apparent in the beginning lessened.

When asked for comments, some of the teachers at Spring Valley said, "The hearing impaired group has matured so nicely that I never notice them any more" . . . "I used to dread yard duty when they first arrived, now I can't find them any more" . . . "The girls have settled down and don't scream any more" . . . "They've incorporated the best aspects of the hearing children and the hearing, in turn, need to take lessons from the deaf." Visitors to the classroom have made comments like, "I can't find the hearing-impaired children", or, "This is the way handicapped youngsters should be educated." In the beginning, the hearing-impaired group belonged to the special education teacher. Now they belong to everyone.

The four adults in the classroom interacted with each other in a manner that was consistent with the values which they verbalized. Since one aide was deaf and one teacher was physically handicapped, the students had a continual opportunity to observe handicapped and non-handicapped adults as role models and to draw their own conclusions from this. Questions were welcomed and dealt with openly. Education about the effects of hearing loss was not only verbalized but also experienced.

The two teachers did not operate as separate entities with two distinct classes in one room. Each assumed reponsibility for the entire group and shared the teaching load as it was needed. Both had a strong sense of the rights of individuals and of the reponsibility of individuals toward the rights of others. Both were flexible in responding to individual needs, but certain behaviors that violated principles of human interaction were not tolerated by either teacher. It was only after many consistent responses to those certain behaviors that the two teachers realized that their own reactions to those behaviors was identical and automatic.

There was no opportunity for the children to perpetuate the awkward relationships that sometimes exist between the handicapped and the non-handicapped, especially when the two groups are isolated, but the mere combining of groups does not automatically lead to learning how to deal effectively with differences. The children in this class were combined is such a way that they were afforded an opportunity to work through their feelings of difference. Self respect, respect for and interest in similarities and differences and exposure to new ideas (a foundation for learning) were built into the environment. This environment for learning affected both social and academic growth. This classroom then, became a laboratory for seeing if the concerns quoted by Benderly could be dealt with.

In conclusion, conventional mainstreaming does not always address all of the needs of hearing impaired children nor does it deal with the problems of the regular classroom teacher who is asked to meet those needs as well as those of the regular students. The results of this experiment suggest that the method of education used in this program gives promise of more effectively satisfying the needs of some of the special children and of helping with some of the problems of the teacher of mainstreamed classes.

Perhaps this can be best said by paraphrasing Montaigne.

> *"Children, like bees, cull their several sweets from this flower and that blossom here and there where they find them but they themselves afterwards make the honey which is purely their own."*

In summary, the results of this pilot study suggest the following conclusions and implications:

I. Given this grouping of students, teachers and administrative personnel, it proved to be possible and desirable to combine special education and regular elementary school classes for the following reasons:

   A. The students developed self respect and respect for others. This occurred partly because individual student needs were met rather than because the two groups just occupied the same classroom space. The needs which were met are listed below.

      1. Each child had others with whom he could identify, (i.e. similar ethnic background, similar handicap, similar interests).

      2. Each child was exposed to a variety of differences of which hearing impairment was only one. For example, over half of the children had parents who were born in another country or they themselves were born in another country.

         Each child learned that the obvious differences such as ethnic background or hearing impairment were often more apparent than real while similarities were more real than apparent. This was seen in academic groupings and in playground activities.

      4. Each child had the opportunity to interact with a variety of both peer and adult role models which gave him the chance to see appropriate and inappropriate ways of handling similarities and differences. For example, one teacher was in a wheel chair, the other was not. One aide was hearing impaired, the other was not.

      5. Each child had opportunities for open expression and discussion throughout the school. This openness was limited only by respect for the feelings for others.

   B. The students showed strong academic and social growth as evidenced by the test scores in the appendix.

   C. The students showed unusual growth in communication skill development. This can also be seen in the scores in the appendix and can be attested to by the students and adults involved in the project.

   D. The students showed rapid growth progress in learning to solve their own social and academic problems without adult intervention. One of the most frequently heard comments when visitors were in the room was, "Which ones are the hearing-impaired?"

This demonstration project did not control for the variables of student mix, or teacher and administrative involvement. For that reason, this study may not be replicable in those areas.

This demonstration has clearly shown that there is an alternative available to the present concepts of mainstreaming which has not been explored outside of this particular project. The study indicates that creative alternatives to present programs need to be explored and that these explorations need not be stopped by budgetary restraints.

Appendix

(relevant data pertaining to the study)

I

Some of the factors which seemed to play an important part of this particular project.

Factors affecting mainstreaming

A. Class size

B. Teacher training and personality

C. Special child

1. usually needs more:
   a. repetition
   b. reinforcement, extrinsically motivated
   c. checking
   d. demonstration
   e. teacher preparation time
   f. structure and control

2. usually is:
   a. likely to miss clues which enable him to problem solve
   b. likely to be distractible, impulsive
   c. expecting individual attention
   d. likely to have a short attention span
   e. likely to have poor self image
   f. likely to have a limited vocabulary
   g. slow motorically
   h. of average intelligence, but slow in skill development

D. Home and parents

1. level of acceptance
2. amount of time available for helping

E. Class grouping

1. structure
2. age and skill levels
3. climate

II

Audiological Data	Birth Date	Performance WISC-R
B.J. — mild loss	1-24-72	129
R.C. — mild loss	3-4-72	98
D.F. — profound loss	8-4-71	124
J.M. — mild loss	8-24-71	101
R.V. — moderate loss	9-27-70	112
F.S. — mild loss	10-13-69	112
R.R. — moderate to mild loss	3-12-72	___

III

A comparison of scores obtained on the Brigance Basic Inventory

The Scores represent changes in each hearing-impaired child's academic performance in selected areas. The skills were measured each year. The scores from 1979 and 1980 are reported.

SCORES

	Word Recognition		Reading Comprehension		Mathematics	
	1979	**1981**	**1979**	**1981**	**1979**	**1981**
J.M.	1.9	4.2	2.0	4.0	2.5	4.2
B.J.	1.7	3.2	1.0	3.6	2.3	4.0
F.S.	2.7	3.4	2.0	3.6	4.2	5.0
D.F.	1.8	2.7	1.0	3.0	3.0	4.7
R.V.	1.6	2.8	p.p.	2.6	3.2	4.5
R.C.	1.4	2.3	____	1.0	1.0	3.3

Scores are based on grade level equivalents. For example, 4.2 equals fourth grade and two months. Reading comprehension scores are not measured in years and months in the Inventory so where the scores fell between those given in the Inventory, months were added. Each child's score is measured against his own previous scores.

Verbal Fluency

	1979	**1981**
J.M.	used phrases and short sentences	uses interactional conversation
B.J.	used scrambled phrases and sentences	uses interactional conversation
F.S.	used phrases and short sentences	uses spontaneous, connected sentences
D.F.	used sounds and single words	used words and self-rehearsed sentences
R.V.	used sounds, words and phrases	uses words, phrases and sentences
R.C.	used single words and phrases	uses spontaneous, connected sentences

The speech of each child became more intelligible to both classmates and faculty during the period of the study.

IV

RELEVANT TESTS

Reading Scores, Mastery Tests

End of the book tests, Ginn 720 series, each level refers to one text.

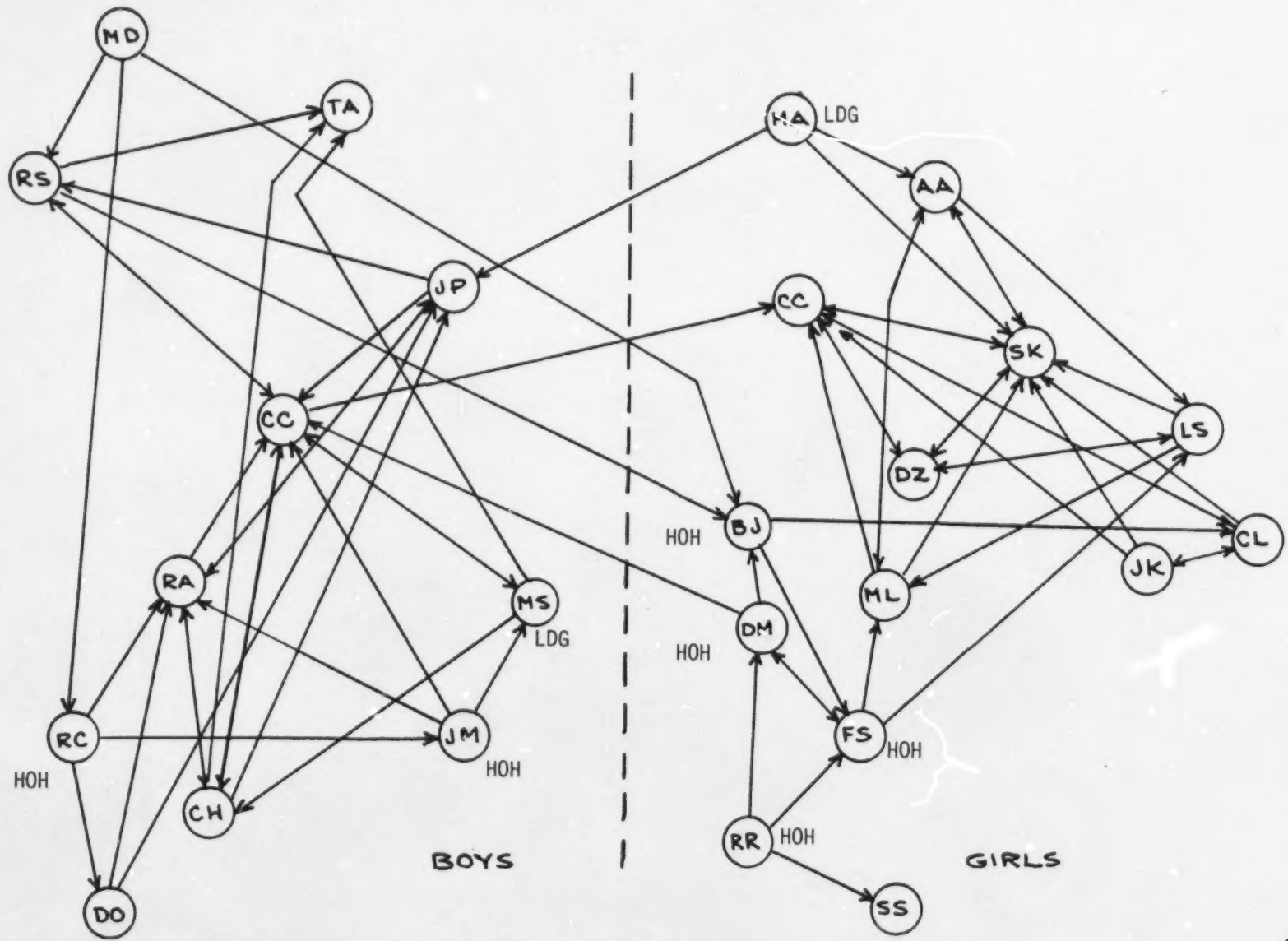
Key: C. is comprehension, V. is vocabulary, D. is decoding, S. is study skills, T. is total score for the four tests. Scores are reported as follows: 21/27-34, the 21 would be the child's score, the 27 would be the lowest passing score and the 34 would be the highest score possible test score.

D.Z.	Level 10, 4-7-81				
	C. 24/27-34	V. 35/28-35	D. 21/18-22	S. 12/10-12	T. 96/83-103
A.A.	Level 10, 4-7-81				
	C. 24/27-34	V. 33/28-35	D. 19/18-22	S. 11/10-12	T. 87/83-103
D.Z.	Level 9, 11-5-80				
	C. 24/26-32	V. 32/28-35	D. 12/11-13	S. 10/8-10	T. 78/73-90
C.C.	Level 9, 3-2-81				
	C. 17/26-32	V. 28/28-35	D. 12/11-13	S. 10/8-10	T. 67/73-90
S.S.	Level 9, 3-10-81				
	C. 16/26-32	V. 26/28-35	D. 11/11-13	S. 8/8-10	T. 61/73-90
R.A.	Level 9, 3-10-81				
	C. 13/26-32	V. 28/28-35	D. 9/11-13	S. 8/8-10	T. 60/73-90
F.S.	Level 9, 3-10-81				
	C. 26/26-32	V. 18/28-35	D. 8/11-13	S. 7/8-10	T. 59/73-90
J.M.	Level 9, 3-10-81				
	C. 22/26-32	V. 17/28-35	D. 7/11-13	S. 7/8-10	T. 53/73-90
M.A.	Level 7				
	C. 8/24-30	V. 12/19-24	D. 8/20-25	S. 10/10-12	T. 38/73-91

F.S. and J.M. are hearing-impaired.
M.A. spends part of the day in an L.D.G. class.

The sampling represents scores from the highest, average and lowest scores obtained on the most recent reading mastery tests in the demonstration classroom.

A SOCIOGRAM DONE IN MAY 1981 SHOWING
EACH CHILD'S CHOICE OF SEAT MATES.

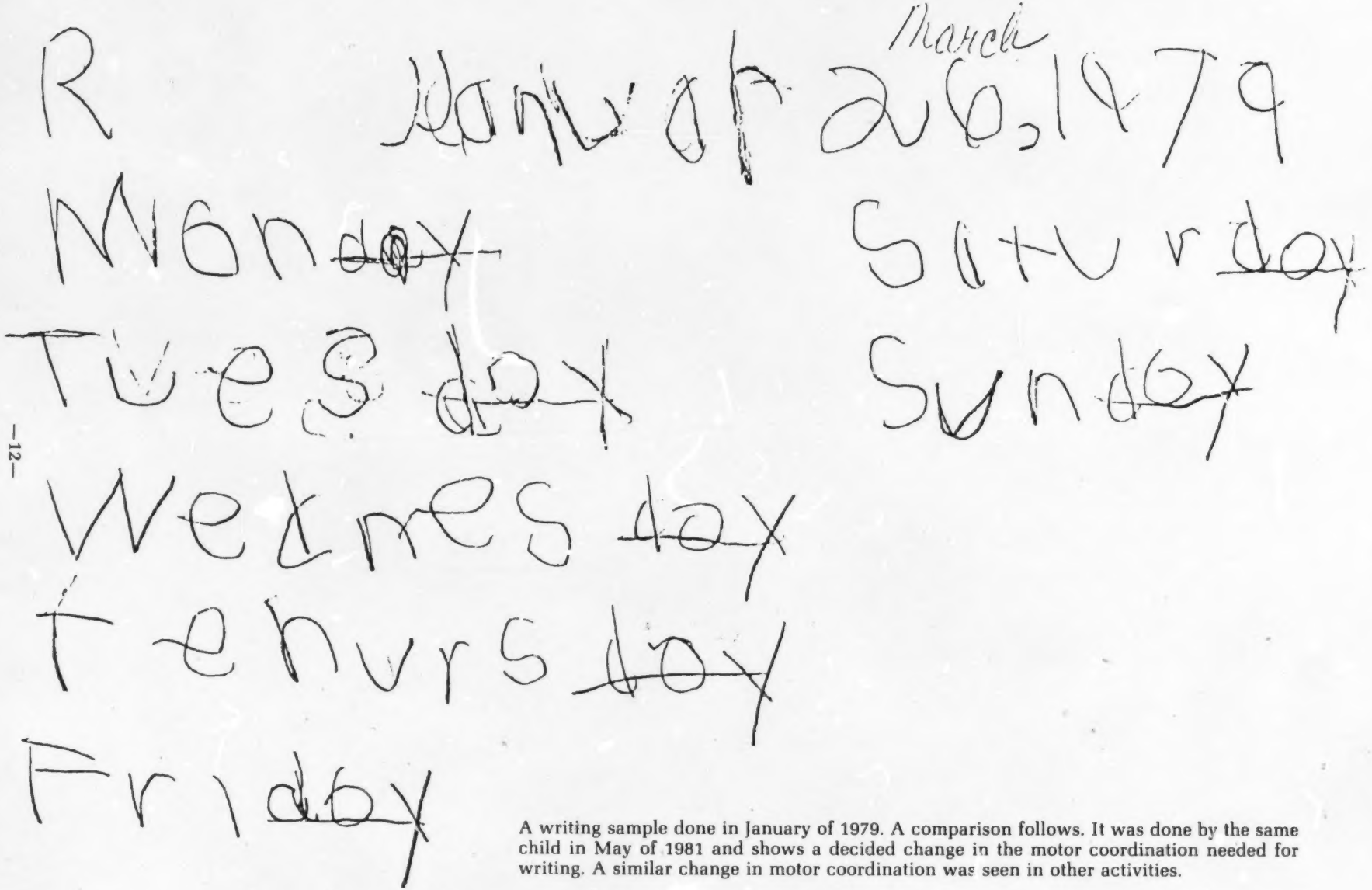


Name three children you would like to sit next to?
Absent: SS
LDG: MS, MA — both out of room part of the day.

I want to give this to you because
you're a nice man.
I like it here.
And I want to stay here next year again
But I won't be here next year.
I like the kickball ~~court~~ court.
And Baseball, Basketball court.
I like the playground too.
I wish I see you again.
And I like my teacher.
I like it here because you got good
teachers and good kids here.
And you are a good pryncyipal.
And your kids are play I mean is
a 5 grade ~~grade~~ and 6 graud (he plays with 5th and 6th graders)
And I know the rule!
I like the name of the school Springwild
My teachers have good brain.
And I like Mrs. Thompson in room 14.

The class was given an award as an exemplary program by the San Mateo County School Boards Association in the spring of 1981. The class decided to present the award to the school. Each child was asked to write a short note to accompany the award. This note and the one following are examples of the notes. One was written by a hearing child, the other was written by a hearing-impaired child.

Dear Mr. Sarkon we like this school very much because we have one heck of a princabal, And two hecks of teachers. And all my freinds that come to this schod are very kind to me. specialy Joseph Richard Betty Diane and when Rachel was kind to me when she came to this school. out of one of the girls I have a girl friend I do not want to tell who it is. Good! By u o I torgot Flo.



A writing sample done in January of 1979. A comparison follows. It was done by the same child in May of 1981 and shows a decided change in the motor coordination needed for writing. A similar change in motor coordination was seen in other activities.

K May 1981

Monday Monday

Tuesday

Wednesday

Thursday

Friday

I LOVE YOU
T
B
18
19